



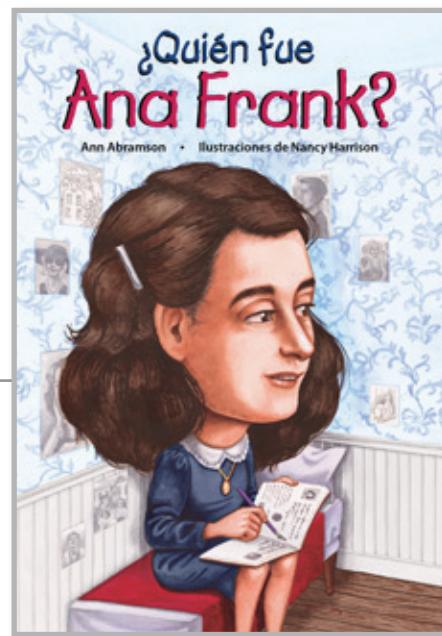
## Lesson Plan and Activities

Written in accordance with the Language Arts, Social Studies, and Science Standards

### *¿Quién fue Ana Frank?*

Author: ANN ABRAMSON

Illustrator: NANCY HARRISON



### COMPLEXITY

F&P Guided Reading Level Q / Lexile Level 670L

### TEXT TYPE

Informational Text: Biography

### OBJECTIVES

- ➔ Recognize an informational text.
- ➔ Analyze the structure of a text.
- ➔ Identify the main idea and key details in an informational text.
- ➔ Recall information to answer questions.
- ➔ Ask and answer questions about the text.

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

- ➔ Determine the meaning of unfamiliar words.
- ➔ Explore word relationships and use words learned through reading.
- ➔ Summarize an informational text.
- ➔ Write to supply information about a topic.
- ➔ Present information.



Together we foster lifelong readers

## MATERIALS

- ▶ index cards
- ▶ sticky notes
- ▶ Línea cronológica  
(Graphic Organizer #15)\*
- ▶ construction paper
- ▶ pencils, markers, crayons, or coloring pencils

## SUMMARY

Anne Frank was a Jewish girl who lived in the Netherlands during the Nazi occupation of the country in World War II. She and her family had to go into hiding due to the Nazis' persecution of Jews. However, the family was eventually discovered and sent to a concentration camp in Poland; only the father survived. Anne kept a diary in which she recorded details of her life in hiding. Anne Frank's diary was published after her death.

## STANDARDS

**SLAR CCSS** RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.7, RI.5.10, RF.5.3.a, RF.5.4.c, W.5.2, W.5.5, W.5.7, W.5.8, W.5.9.b, SL.5.1, SL.5.2, SL.5.4, SL.5.5, L.5.2.f, L.5.4.a, L.5.4.b, L.5.5.b, L.5.6

**SLAR TEKS** 5.1.A, 5.2.A, 5.2.B, 5.2.D, 5.7.A, 5.9.A, 5.11.A, 5.11.D, 5.15, 5.18.A.(ii), 5.18.A.(iii), 5.20.A.(iii), 5.20.D, 5.24.A, 5.24.D, 5.26.B, 5.26.C, 5.27.A

**NCSS** II. Time, Continuity, and Change; III. Peoples, Places, and Environments

## VOCABULARY

INSTRUCTIONAL FOCUS:  
Academic Vocabulary

- arrebatar** – quitar algo con violencia / to snatch
- arriesgado** – peligroso / risky
- conflicto** – lucha, situación difícil / conflict
- consuelo** – alivio, ánimo, aliento / comfort, consolation
- convivir** – vivir en compañía de otras personas / to live together
- deshacerse de** – librarse de algo o de alguien, eliminar / to get rid of
- extraordinario** – fuera de lo común, mejor de lo normal / extraordinary
- invadir** – entrar por la fuerza en un sitio / to invade
- recuperar** – volver a tomar o tener lo que se había perdido / to recover
- rendirse** – entregarse, ser vencido en la guerra / to surrender
- repleto** – muy lleno / packed with
- tolerancia** – respeto a las ideas y opiniones de los demás / tolerance

## Advanced Vocabulary

- aliado** – persona o país que se une a otro para trabajar por un fin común / allied
- colaborador** – alguien que ayuda a otros en un trabajo / collaborator
- imperio** – territorio grande bajo el poder de un líder o régimen político / empire
- instaurar** – establecer, implantar, fundar / to establish
- izar** – hacer subir algo tirando de una cuerda / to raise
- marginado** – aislado o apartado de la sociedad / marginalized
- potencia** – país poderoso o fuerte / power
- rebelión** – levantamiento contra el gobierno o la autoridad / rebellion
- redada** – operación del ejército o policía para detener a un grupo de personas / raid
- sinagoga** – edificio donde se reúnen los judíos para orar / synagogue

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY DEVELOPMENT

- ▶ Introduce vocabulary by providing a description of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures (from magazines, books, or the Internet), sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- ▶ Make sure students understand all the vocabulary needed to complete the activities (e.g., *contexto, detalle, estructura, gentilicio, idea principal, organización, prefijo, secuencia, tema*) and instruction words, such as *cita, comparte, completa, describe, explica, organiza, presenta, resume, revisa, rotula, selecciona, señala*.
- ▶ Ask students to explain in their own words what each word means. Then, have them create flash cards. Distribute index cards and ask students to write these headings, leaving space for their answers, on each card: *Palabra, Mi definición, Oración (ejemplo)*. Then have them work in pairs to test each other using these flash cards.
- ▶ Encourage students to use their knowledge of affixes to help them figure out unknown words. Point out the prefix *des-* (opposite) in *deshacerse* and the prefix *extra-* (outside or beyond) in *extraordinario*. Other examples of words with prefixes in the reading include: *des- desarraigar* (to uproot) on page 29, *desaparecer* (to disappear) on page 59, *desahogar* (to relieve) on page 75, *descubrir* (to discover) on page 76, and *desocupar* (to empty) on page 89; *in- / im- injusto* (unjust) and *inhumano* (inhuman) on page 45, *imposible* (impossible) on page 92; *re- reencontrar* (to meet again) on page 94. Have students add these words to their lists of terms in their notebooks and highlight the prefix in each word.
- ▶ Remind students how to use context clues to help them determine or clarify the meaning of unknown and multiple-meaning words. You may use as an example the idiom *no tener pelos en la lengua* (not to be afraid to speak one's mind) on page 10. In some cases, words are defined or explained in the text, such as *antisemitismo* on page 16, *neutral* on page 30,  on page 25, and *toque de queda* on page 54.
- ▶ To expand their word knowledge, have students complete a list of related words for some of the vocabulary terms. You may suggest the following examples: *riesgo* (risk) on page 26, *arriesgado* (risky) on page 61, and *arriesgar* (to risk) on page 71; *invadir* (to invade) and *invasión* (invasion) on page 33; *consuelo* (comfort) and *consolar* (to comfort) on page 77. Have students share and discuss their word families (*familias de palabras*) with a partner or in small groups.
- ▶ Form two teams and play picture dictionary. Prepare index cards with the vocabulary terms. Each student gets to draw a card. Remind them that they cannot use numbers, letters, or words in their drawings. Give teams a set amount of time for making guesses.

## ► READING

### PRE-READING

- ▶ Explain that from 1939 to 1945, much of the world was involved in World War II. During this conflict, Germany invaded much of Europe and persecuted Jews. To elicit additional information students may know about this topic, ask these or similar questions: *¿Quién era el líder de Alemania en esa época?* (Who was the leader of Germany at that time?) *¿Qué les sucedía a los judíos que estaban en países bajo el dominio nazi?* (What happened to Jews who were in countries under Nazi rule?)
- ▶ Have students read the title and table of contents, and then give them a few moments to look at the illustrations and maps. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué tipo de texto creen que es?* (What type of text do you think this is?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

### READING

- ▶ Discuss with students the organizational pattern and text structure of this book. Elicit that the book is divided into an introduction and nine chapters that follow Anne Frank's life—from her birth to the publication of her diary. Additionally, the book contains eight passages that provide background information about historical events and prominent figures during World War II. The chapters and informational passages are complemented by visual elements, such as maps and illustrations. At the end of the book, there are two timelines that organize the main details about Anne Frank's life and about important world events chronologically.
- ▶ Do a read-aloud of the introduction to familiarize students with the text and to model pronunciation and intonation. Read through the text the first time for flow. During a second reading, ask and answer questions about the vocabulary. Then ask: *¿Quién fue Ana Frank?* (Who was Anne Frank?) *¿Qué nos dejó?* (What did she leave us?) *Mencíonen cuatro detalles de la vida de Ana Frank en orden cronológico.* (Tell four details about Anne Frank's life in chronological order.)
- ▶ Instruct students to read each chapter independently. Provide them with sticky notes and have them make notes for themselves during reading. Students should note the main topic of the chapter, list important details, and any words or phrases whose meaning they cannot determine. After they finish reading each chapter, have a group discussion about the chapter. Remind students to cite evidence from the text to justify their answers. Ask: *¿De qué trata este capítulo?* (What is this chapter about?) *¿Cuál es el tema principal de este capítulo?* (What is the main topic of this chapter?) *¿Qué detalles importantes incluye la autora?* *¿Qué les indica que esos detalles son importantes?* (What important details does the author include? What shows you that those details are important?) *¿Qué nueva información han aprendido en este capítulo? Resúmanla brevemente.* (What new information have you learned in this chapter? Summarize it briefly.)
- ▶ For the eight short informational passages, have students read in pairs. Have them take turns reading to one another while the listener follows along in the text. The reader can ask the listener for help with a difficult passage or unknown words. Assist pairs as needed in interpreting the information presented in the maps, illustrations, and timelines. Then ask them questions based on the text. For example: *¿Qué dato en la página 5 demuestra que Hitler quería deshacerse de los judíos?* (What piece of information on page 5 proves that Hitler wanted to eliminate the Jews?) *Señala los países del mapa de la página 15 que formaban el grupo de los Aliados.* (Point to the countries on the map on page 15 that were part of the Allied forces.) *¿Por qué eligieron los alemanes a Hitler?* *¿Qué razón da la autora en la página 14?* (Why did the Germans elect Hitler? What reason does the author give for this decision on page 14?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### Below-level Students

- Ask these or similar questions to check students' comprehension, allowing them to answer with short phrases or incomplete sentences: *¿Cómo era Ana: extrovertida o tímida? Da un ejemplo del texto para apoyar tu respuesta.* (What was Anne Frank like: outgoing or shy? Give an example from the text to support your answer.) *¿Qué le sucedió a Ana y a su familia?* (What happened to Anne and her family?) *¿Qué quería ser Ana cuando fuera grande? ¿Lo logró?* (What did Anne want to be when she grew up? Did she achieve that?)

### At-level Students

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask these or similar questions: *¿Cómo era la relación de Ana con su familia? Da ejemplos del texto para apoyar tu respuesta.* (What was Anne's relationship with her family like? Provide examples from the text to support your answer.) *¿Cómo crees que se sentía Ana en el anexo? Justifica tu respuesta con un ejemplo del texto.* (How do you think Anne was feeling in the annex? Justify your answer with an example from the text.) *¿Por qué crees que la autora termina el libro con una cita del diario de Ana que dice que "la gente es buena"* (p. 99)? (Why do you think the author ends the book with a quote from Anne's diary in which she says "people are good"?)

### Above-level Students

- Encourage students to analyze the motives behind the characters' decisions and to evaluate the outcomes of those decisions, using complete and elaborate answers. Ask these or similar questions: *¿Por qué crees que Ana decidió llevar un diario? Cita del texto para apoyar tu opinión.* (Why do you think Anne decided to keep a diary? Quote from the text to support your opinion.) *¿Por qué es importante el diario de Ana? ¿Qué quiere decir la autora en esta cita de la página 97: "El diario de Ana puso un enorme y espantoso suceso en el plano personal"?* (Why is Anne's diary important? What is the author telling us with this quote from page 97: "Anne's diary made a huge, terrible event personal"?)

## POST-READING

- ▶ Explain to students that the main idea is the text's message: it is the main focus of the text. The supporting details give us information that supports the main idea. Discuss the main idea with students. Ask: *¿Por qué es importante Ana Frank?* (Why is Anne Frank important?) *¿Qué mensaje ofrece su diario?* (What is her diary's message?)
- ▶ Have students create their own timeline on which they list, in chronological order, the five details about Anne's life that they consider the most important. Then have students share their timelines with a classmate and explain their choices.
- ▶ Have students choose two of the eight short informational passages in the book and write a three-statement summary of the key ideas and supporting details of each passage. Then have students read their summaries aloud in small groups.



## ► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

**INSTRUCTIONAL FOCUS:**  
Building Knowledge in the Content Areas



- ▶ Have students draw a chronological timeline (Graphic Organizer #15) showing the most important historical events in Europe during Anne's lifetime (from 1929 to 1945). Students should use the information in the book, including maps, illustrations, and the timeline on page 101. Then have students illustrate some of the events on their timeline. They may draw the illustrations themselves or use cutouts from magazines or the Internet.
- ▶ Have pairs of students copy the map of Europe that appears on page 15 onto construction paper. Then have them label each country with its name in Spanish and the term used to name its inhabitants (*gentilicio*). Encourage students to look in the book for some of the *gentilicios* (*alemán*, *holandés*, *austriaco*, *británico*). Remind them that in Spanish we use lowercase for *gentilicios*. Then have students use the information in the book to trace the numerous moves of Anne's family (from Germany to Switzerland, then to the Netherlands, and then to a concentration camp in Poland). Then have students present their maps to another pair and explain the different historical events that forced Anne and her family to move as they did. Encourage students to use vocabulary words such as *potencia*, *conflicto*, *invadir*, *arriesgado*, *clandestino*, *redada*, etc., as they do this activity. 
- ▶ Discuss with students what might have been the reason the author included so much background historical information in her accounts of the life of Anne Frank. Ask: *¿Por qué creen que la autora incluyó tanta información sobre la Segunda Guerra Mundial y los líderes de esa época?* (Why do you think the author included so much information about World War II and the leaders of that time?) *¿Cómo nos ayuda esa información a conocer mejor a Ana y a entender su diario?* (How does that information help us know Anne better and understand her diary?)

## ► WRITING

**INSTRUCTIONAL FOCUS:**  
Writing from Sources / Research Strand



Have students use their timelines and the information in the book to write a summary of the most important details in Anne Frank's life. In their summaries, students should answer these questions: *¿Quién fue Ana Frank? ¿Por qué es importante?* (Who was Anne Frank? Why is she important?) Explain to students that they should organize the details in their summaries in sequence. Suggest that they also look for images of Anne Frank and of a map of Europe during World War II, showing Germany's invasion of neighboring countries. Direct students to sources of images (on the Internet or in reference books they may find in the library), and have them select three appropriate images to illustrate their summaries. Ask students to write captions for their images and to list the sources. Guide students through the writing process by supporting them in planning their writing, developing a draft, revising and editing it, and producing their final work. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. 



### Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre \_\_\_\_\_

### Vocabulario

#### A Completa las oraciones con la palabra correcta.

arrebataron

conflicto

convive

recuperar

repleto

tolerancia

1. Hitler prometió que Alemania iba a recuperar su grandeza.
2. Una guerra es un conflicto entre dos o más países.
3. Había personas que pedían justicia y tolerancia para vivir en paz.
4. Los nazis les arrebataron la libertad a los judíos.
5. El apartamento de los Frank estaba repleto de libros.
6. En las guerras, la gente no convive en paz.

#### B Completa esta tabla con palabras relacionadas que aparecen en el texto.

Sustantivo	Adjetivo	Verbo
riesgo	arriesgado	arriesgar
invasión	invadido	invadir
consuelo	consolado	consolar

#### C Añade el prefijo adecuado y define las palabras. Despues escribe una oración con cada palabra.

1. extra- ordinario: algo fuera de lo común

Answers will vary.

2. des- hacerse: eliminar

Answers will vary.

3. in- justo: que no es justo

Answers will vary.

4. des- ocupar: vaciar, sacar las cosas

Answers will vary.



Nombre \_\_\_\_\_

### Comprensión lectora

#### A Contesta.

1. ¿Quién fue Ana Frank?

Possible answers: Fue una niña judía que murió en un campo de concentración nazi. Dejó un diario de su vida que es muy famoso.

2. Menciona dos cosas que les sucedieron a Ana Frank y su familia.

Possible answers: Tuvieron que esconderse de los nazis, pero los encontraron y los enviaron a un campo de concentración.

3. ¿Por qué es importante Ana Frank?

Possible answers: Porque nos dejó un diario donde muestra lo terrible que es la guerra, pero también nos da esperanza.

#### B Completa esta línea cronológica con detalles de la vida de Ana Frank.

	1929: Nació.
1942:	Ana cumplió 13 años y le regalaron un diario. Ese año Ana y su familia se tuvieron que esconder.
1944:	Descubren a la familia y son arrestados.
1945:	Murió.
1947:	Se publicó el diario por primera vez.

#### C Escribe tres detalles que apoyan la idea principal del libro.

**IDEA PRINCIPAL:**  
Ana Frank nos dejó un diario donde muestra la tragedia de la guerra y también la esperanza de un futuro mejor.

**DETALLE #1:** Answers will vary, but must show examples from Ana Frank's life and diary that support the main idea.

**DETALLE #2:** \_\_\_\_\_

**DETALLE #3:** \_\_\_\_\_



Nombre \_\_\_\_\_

### Vocabulario

#### A Completa las oraciones con la palabra correcta.

arrebataron

conflicto

convive

recuperar

repleto

tolerancia

1. Hitler prometió que Alemania iba a \_\_\_\_\_ su grandeza.
2. Una guerra es un \_\_\_\_\_ entre dos o más países.
3. Había personas que pedían justicia y \_\_\_\_\_ para vivir en paz.
4. Los nazis les \_\_\_\_\_ la libertad a los judíos.
5. El apartamento de los Frank estaba \_\_\_\_\_ de libros.
6. En las guerras, la gente no \_\_\_\_\_ en paz.

#### B Completa esta tabla con palabras relacionadas que aparecen en el texto.

Sustantivo	Adjetivo	Verbo
riesgo		
	invadido	
	consolado	

#### C Añade el prefijo adecuado y define las palabras. Despues escribe una oración con cada palabra.

1. \_\_\_\_\_ ordinario: \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_ hacerse: \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_ justo: \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_ ocupar: \_\_\_\_\_  
\_\_\_\_\_



Nombre \_\_\_\_\_

### Comprensión lectora

#### A Contesta.

1. ¿Quién fue Ana Frank?

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2. Menciona dos cosas que les sucedieron a Ana Frank y su familia.

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3. ¿Por qué es importante Ana Frank?

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#### B Completa esta línea cronológica con detalles de la vida de Ana Frank.

1929: \_\_\_\_\_

1942: \_\_\_\_\_

1944: \_\_\_\_\_

1945: \_\_\_\_\_

1947: \_\_\_\_\_



#### C Escribe tres detalles que apoyan la idea principal del libro.

**IDEA PRINCIPAL:**  
Ana Frank nos dejó un diario donde muestra la tragedia de la guerra y también la esperanza de un futuro mejor.

DETALLE #1: \_\_\_\_\_  
\_\_\_\_\_

DETALLE #2: \_\_\_\_\_  
\_\_\_\_\_

DETALLE #3: \_\_\_\_\_  
\_\_\_\_\_

¿Quién fue Ana Frank?